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ABSTRACT

The fall 1973 enrollments for the 5 ethnic categories of students (black, Spanish surname, Oriental, American Indian and all other) are presented for the College Park campus of the University of Maryland. Blacks (6%), Orientals (2%), Spanish surname (1%), American Indian (1%), and others (91%) comprised the total College Park student body. Of the undergraduate student body, blacks comprised 4%, the other minorities 4%, and whites 92%. Enrollment figures are available for blacks dating back to 1968 showing a nearly quadrupled enrollment between 1968-1973 or an increase from 2% of the total student body to 6% of the total student body. The percents of first-time student enrollments (freshmen and transfers) are important because they suggest student interest in attending the University and the impact of recruitment programs. First-time black freshmen were 15%, Orientals 2%, Spanish surname 2%, and American Indian 1%; all up over fall 1972 with the exception of American Indian. The total first-time freshmen class of 4,614, however, is slightly down for fall 1973 and fall 1972 indicating that vacancies existed. The first-time minority percentages are somewhat elevated as a result. The percent of first-time black freshmen at College exceeds the Middle States region (8%) and national (6%) medial percents of first-time black freshmen. Other information reported includes: majors, sex distribution, local resident status and permanent county residence. (Authors)

CULTURAL STUDY CENTER

Office of Minority Student Education

UNIVERSITY OF MARYLAND

College Park, Maryland

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1974

FALL 1973 UNIVERSITY RACIAL CENSUS

Glenwood C. Brooks, Jr. and William E. Sedlacek

Research Report # 4-74

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SUMMARY

The Fall 1973 enrollments for the five ethnic categories of students (black, Spanish Surname, Oriental, American Indian [Native American] and All Other [white]) are presented for the College Park campus of the University of Maryland. Blacks (2,046;6%), Orientals (654, 2%), Spanish Surname (338, 1%), Native American (153, 1%) and white (30,098; 91%) comprised the total College Park student body. Of the undergraduate student body, blacks comprised 1,773 (6%), the other minorities 846 (4%), and whites 23,573 (90%). Of the graduate student body, blacks comprised 273 (4%), the other minorities 309 (4%), and whites 6,525 (92%). Enrollment figures are available for blacks dating back to 1968 showing a nearly quadrupled enrollment between 1968-1973 or an increase from 2% of the total student body to 6% of the total student body. The percents of first-time student enrollments (freshmen and transfers) are important because they suggest student interest in attending the University and the impact of recruitment programs. First-time black freshmen were 708 (15%), Orientals 103 (2%), Spanish Surname 69 (2%), and Native American 25 (1%); all up over Fall 1972 with the exception of Native Americans. The total first-time freshman class of 4,614, however, is slightly down for Fall 1973 and Fall 1972 indicating that vacancies existed. The first-time minority percentages are somewhat elevated as a result. The percent of first-time black freshmen at College Park exceeds the Middle States region (8%) and national (6%) median percents of first-time black freshmen. Other information reported includes: majors, sex distribution, local resident status and permanent county residence.

Introduction

Race-sex identification systems are coming of age. Already, the Department of Health, Education and Welfare has laid groundwork for statewide monitoring systems which in turn report race-sex statistics to the national government. Such information is gathered on the premise that affirmative action can be taken in behalf of minorities and women. However laudable the premise may be, collection of any data requires safeguards for the protection of individual privacy. The University Racial Census has kept this in mind by employing established public procedures since 1969. Racial data have been viewed as confidential and have not been released by the Cultural Study Center without consent of students. Another issue related to the protection of the individual is "informed consent," which has been a bit more removed from public scrutiny and remains enigmatic. While not at all new to medical personnel and lawyers, the term appears somewhat new to social scientists and the public. Webster's *Seventh New Collegiate Dictionary* does not define "informed consent," so the concept has not yet gained widespread attention. Briefly, it is defined as providing subjects with an explanation of the risks and benefits related to the use of personal data (*Federal Register*, 1973). This report provides racial census information for Fall 1973 and discusses related issues and problems of confidential data systems.

At the time of writing of this report the Maryland State Legislature proposed guidelines on use of confidential records, and the National Institutes of Health proposed guidelines on "informed consent" for Congressional attention have not reached final form. Thus, the legal guidelines for use of confidential information are likely to change (and subsequently will those for the University Racial Census). The guidelines propose more explicit instances and uses of confidential information but at the same time broaden uses of such data. Given the likelihood of statewide data collection systems of race-sex information, a

student's record takes on transferability qualities. This means that students' racial information will not remain at institution X but must be transferred to institutions Y and Z so that trends can be noted and longitudinal studies conducted. Confidentiality then refers to the appropriate uses of such information by designated persons. Confidentiality would not mean one agency, one person or institution X serving as the only user of the racial information. Thus, there are some implied risks to individual students and student ethnic groups since many different persons and different uses will be made of the data. Legal accountability will be an effective safeguard against misuse of such sensitive data but the individual student still assumes some burden by giving racial information. Thus, the individual must be "informed" of the monitoring system and that "consent" would mean sharing the burden to a reasonable degree. For now, giving racial information is a voluntary act and reflects the intent of "informed consent," i.e., the individual student has a choice of participating or not participating. Safeguards for use of confidential information and student participation are treated in Lister (1970), Brooks and Sedlacek (1971), *The Federal Register* (1973), Derscherd, Baron, Dermer and Libman (1973) and The Stuart Cook Committee of the American Psychological Association (1973).

Several extremely difficult questions arise when multiple uses and multiple agencies handle racial data. Such a condition means racial information becomes part of the permanent student file, unlike psychological information, i.e., counselor notes, which remain separated from the permanent file. There is no guarantee that misuse of such sensitive information will not occur even with legal accountability invested in one agency or person. There is no guarantee that ultimate uses of such data would not be considered damaging to a particular ethnic group. Sievert (1973) reported that University of California (Berkeley) faculty became embroiled over the issue of the right to conduct research versus the need to avoid damaging outcomes to certain ethnic groups.

The Cultural Study Center has been very cognizant of issues related to the collection, use and security of racial information. But more than that, the Center feels that there are requisite conditions for a successful monitoring system. These are enumerated below: (1) The monitoring system must be described in detail and made public as a permanent record with revisions as required. (2) The public record must be accessible in an active sense, i.e., the burden rests with the monitoring agency and not with individual students or citizens to be familiar with the monitoring system. (3) Indigenous persons, i.e., race, sex, interest groups, etc., should be involved in the monitoring system (students question the image of such systems more so than anything else; indigenous personnel help allay mistrust). (4) Regular feedback regarding the stated uses of the data helps insure responsiveness to students and helps maintain cooperation. Other points might be helpful, such as use of student advisory boards, etc., but it is felt that the four conditions cited are requisite conditions.

This discussion was not intended to scare students away from giving racial information but rather to apprise students, the academic community and the public of the issues and likely changes to occur within the University Racial Census. With safeguards and scrutiny, it is possible to develop a University Racial Census with maximal benefits and minimal misuses. It is without question that this institution, state and federal government are moving toward more data collection, not less data collection for making decisions, solving problems, etc. Thus, it appears more responsible to insure the proper use and maintenance of monitoring systems than to work to weaken such systems.

Method

The University Racial Census was conducted along with the University Transaction Card procedure. Students filled out a racial census card at the

time they picked up a Transaction Card in Ritchie Coliseum during registration week or later from the Transaction Card Office. The racial census cards of minority students were processed and computer computations conducted. Final computations are based on matching procedures with the University Racial Census file and University Data Base. Minimal estimations were required because the matching process permitted identifying registered students not counted. Final counts of All Other students (non-minority) were based on total counts supplied by the Office of Admissions and Registration.

Several precautions nevertheless are warranted: (1) Racial information is self-report and is subject to verification. (2) This year's procedures differ from previous years, and different counts could be partially attributed to the change in procedures. (3) Different error sources exist, i.e., Cultural Study Center and the Office of Admissions and Registration. (4) Inclusion of foreign students in counts distorts the final count somewhat.

The actual detailed procedures run into many pages; persons interested in reviewing the procedures should call or stop in the Cultural Study Center, Room 0107 Shoemaker Building, University of Maryland, College Park.

Results and Discussion

The Fall 1973 enrollments for the five ethnic categories of students (black, Spanish Surname, Oriental, American Indian [Native American] and All Other [white]) are presented here for the College Park campus of the University of Maryland. Table 1 (Fall 1973 Student Enrollment by Ethnic Group, Class and Status at College Park) and Table 2 (Fall 1968-73 Black Student and Total Student Body at College Park) were released October 7, 1973. This report provides descriptive information on Tables 1 and 2, and provides additional information: majors, sex distribution, local residence status and permanent county residence.

Blacks (2,046; 6%), Orientals (654, 2%), Spanish Surname (338, 1%), Native American (163, 1%) and white (30,098; 91%) comprised the total College Park student body.* Of the undergraduate student body, blacks comprised 1,773 (6%), the other minorities 846 (4%), and whites 25,573 (90%). Of the graduate student body, blacks comprised 273 (4%), the other minorities 309 (4%), and whites 6,525 (92%). Enrollment figures are available for blacks dating back to 1968 showing a nearly quadrupled enrollment between 1968-1973 or an increase from 2% of the total student body to 6% of the total student body.

The percents of first-time student enrollments (freshmen and transfers) are important because they suggest student interest in attending the University and the impact of recruitment programs. First-time black freshmen were 708 (15%), Orientals 103 (2%), Spanish Surname 69 (2%), and Native Americans 25 (1%); all up over Fall 1972 with the exception of Native Americans. The total first-time freshman class of 4,614, however, is slightly down for Fall 1973 and Fall 1972 indicating that vacancies existed. The first-time minority percentages are somewhat elevated as a result. The percent of first-time black freshmen at College Park exceeds the Middle States region (8%) and national (6%) median percents of first-time black freshmen (Sedlacek, Strader and Brooks, 1974).

Majors of undergraduate students and programs (majors) of graduate students are presented below. The upperclassman undergraduate information is presented first. (See Table 3 for *N*'s and percents as only descriptive summary information is provided here.) Nearly two-thirds of the black senior students were enrolled in the Divisions of Behavioral and Social Sciences and Human and Community Resources. Very few were enrolled in the Divisions of Allied Health and Life Sciences and Agriculture. Black senior majors by highest frequency were: (1st) Elementary Education, (2nd) Psychology, Undecided, and (3rd) Sociology. Black

* All percentages in report will not add to 100% due to rounding.

junior students showed similar Division enrollment to black senior students. Black junior majors by highest frequency were: (1st) Sociology; (2nd) Undecided; (3rd) Journalism, Elementary Education, Special Education, and Government and Politics. The Division enrollment for black sophomore students mirrored that of the black upperclassmen but more spread did occur across the other Divisions. Black sophomore majors by highest frequency were: (1st) Intensive Educational Development Program enrollment; (2nd) Undecided; (3rd) Special Education; (4th) Pre-Law and Psychology; and (5th) Journalism, Secondary Education, Government and Politics, Sociology and Nursing. Black freshmen showed the greatest spread across the Divisions but nearly two-fifths were enrolled in the Office (Division) for Undergraduate Students. Majors by highest frequency were: (1st) Intensive Educational Development Program enrollment; (2nd) Undecided; (3rd) Nursing; (4th) Pre-Medicine; (5th) Psychology; (6th) Business Organization & Administration; and (7th) Pre-Law and Sociology.

Oriental students were spread by class across Divisions as were blacks, but Orientals differed in that they tended to enroll in the Divisions of Behavioral and Social Sciences or Mathematical, Physical Sciences and Engineering. Majors by highest frequency were: seniors (1st) Electrical Engineering, (2nd) Zoology and Architecture, and (3rd) Mathematics; juniors (1st) Mathematics, (2nd) Electrical Engineering, (3rd) Art Studio, and (4th) Psychology and Zoology; sophomores (1st) Pre-Medicine, (2nd) Accounting, and (3rd) Mathematics and Undecided; and freshmen (1st) Undecided, (2nd) Pre-Medicine, and (3rd) Business Organization & Administration.

The Spanish Surname students were also spread by class across Divisions, but resembled the Divisional pattern of blacks more so than that of Orientals. Majors by highest frequency were: seniors (1st) Spanish and Portuguese Languages

and Literature; (2nd) Economics; (3rd) Accounting, Anthropology, Chemical Engineering, Electrical Engineering, German and Slavic Languages, Mechanical Engineering and Special Education; juniors (1st) Undecided; (2nd) Zoology; (3rd) Spanish and Portuguese Languages and Literature; sophomores (1st) Undecided; (2nd) Secondary Education, Pre-Medicine and History; and freshmen (1st) Pre-Medicine and Undecided; and (2nd) Intensive Educational Development Program enrollment.

The Native American students were also spread by class across Divisions but tended to enroll in the Division of Human and Community Resources. Majors by highest frequency: seniors (1st) Zoology; (2nd) Electrical Engineering, Elementary Education and Psychology; juniors (1st) Industrial Arts Education, Psychology, Recreation, History, Education for Industry and Sociology; sophomores (1st) Undecided, Business Organization & Administration, Elementary Education, Physical Education and Pre-Medicine; and freshmen (1st) Undecided; and (2nd) Pre-Medicine.

Programs of graduate students by highest frequency: blacks (1st) Secondary Education, (2nd) Counseling and Personnel Services and (3rd) Library and Information Services; Oriental students (1st) Physics, (2nd) Chemical Engineering and Electrical Engineering, and (3rd) Chemistry and Computer Science; Spanish Surname students (1st) Spanish and Portuguese Languages and Literature; (2nd) Secondary Education; (3rd) Civil Engineering, Electrical Engineering, Mathematics and Physics; and Native American students (1st) Chemical Engineering, Human Development and Secondary Education.

Black female students outnumbered black male students (58% versus 42%). Nearly all of the black undergraduate students are full-time (88%), while 41% of the graduate students are full-time. Slightly more than one half of the black students live on campus (53% campus versus 47% commuter) and report

permanent county residence (by highest frequency): Baltimore City, Prince George's, Washington, D.C., and Montgomery.

Sixty percent of the Oriental students are male; most of the Oriental undergraduate students (84%) are full-time and 41% of the Oriental graduate students are full-time; almost all Oriental students commute (84%) and report permanent residence (by highest frequency) in Prince George's and Montgomery Counties.

Sixty-one percent of the Spanish Surname students are male; most of the Spanish Surname undergraduate students (86%) are full-time and 46% of the Spanish Surname graduate students are full-time; almost all Spanish Surname students commute and report permanent residence in Cuba, Prince George's and Montgomery Counties.

Two-thirds of the Native Americans are male; almost all of the Native American undergraduate students (86%) are full-time and 41% of the Native American graduate students are full-time; almost all Native American students commute and report permanent residence in Prince George's and Montgomery Counties.

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TABLE 1

Fall 1973 Student Enrollment by Ethnic Group, Class and Status at College Park [a,b,c,d]

	Full Time					Part Time					Unavailable					Totals					All Students
	B	O	S	NA	AO	B	O	S	NA	AO	B	O	S	NA	AO	B	O	S	NA	AO	
Freshman	690	111	65	29	5,447	61	8	6	2	457	207	-	2	1	210	958	119	73	32	6,114	7,296
Sophomore	297	77	44	28	4,352	16	2	3	2	331	2	-	2	-	4	315	79	49	30	4,687	5,160
Junior	202	75	39	25	4,642	6	5	4	2	416	3	-	1	-	4	211	80	44	27	5,062	5,424
Senior	131	78	47	34	4,795	10	7	4	4	587	-	-	-	-	-	141	85	51	38	5,382	5,697
Other (Undergraduate)	97	28	29	13	44	21	9	7	1	260	1	-	-	-	1	119	37	36	14	305	511
Unclassified	12	6	2	-	1,529	16	5	1	-	455	1	21	17	-	39	29	32	20	-	2,023	2,104
UNDERGRADUATE	1,429	375	226	129	20,809	130	36	25	11	2,506	214	21	22	1	258	1,773	432	273	141	23,573	26,192
	(6)	(2)	(1)	(1)	(91)	(5)	(1)	(1)	(0)	(95)						(7)	(2)	(1)	(1)	(90)	(79)
GRADUATE	124	101	31	8	?	133	110	29	14	?	16	11	5	-	?	273	222	65	22	6,525	7,107
	(?)	(?)	(?)	(?)	(?)	(?)	(?)	(?)	(?)	(?)						(4)	(3)	(1)	(0)	(92)	(21)
TOTALS	1,553	476	257	137	?	263	146	54	25	?	230	32	27	1	?	2,046	654	338	163	30,098	33,299
	(?)	(?)	(?)	(?)	?	(?)	(?)	(?)	(?)	(?)						(6)	(2)	(1)	(1)	(91)	(100)

a. These data are reported from the University Racial Census and crosschecked with Admissions Registration data.

b. B=black, O=Oriental, S=Spanish Surname, NA=Native American (American Indian), AO=All Other.

c. Percentages are listed in parentheses; percentages will not always total 100 due to rounding.

d. Full and part-time data on total undergraduate and graduate students as of 10/6/73. Graduate figures are based on student self-reports from the University Racial Census.

TABLE 2

Fall 1968-1973 Black Student and Total Student Body at College Park[a,b,c]

	1968	1969	1970	1971	1972	1973
Undergraduate Total Student Body	25,805	25,338	26,720	27,678	27,145	26,157
Graduate Total Student Body	6,528	7,096	7,444	7,583	7,269	6,967
Total Student Body	32,333	32,434	34,164	35,261	34,414	33,124
Black Undergraduate Student Body	484 (2)	574 (2)	944 (4)	1,231 (4)	1,321 (5)	1,773 (7)
Black Graduate Student Body	102 (2)	130 (2)	341 (5)	346 (5)	274 (4)	273 (4)
Total Black Student Body	586 (2)	718 (2)	1,285 (4)	1,577 (4)	1,595 (5)	2,046 (6)

a. Percentages are listed in parentheses.

b. Percent of new black freshmen compared with the new freshman class

1970=7%	(*N*=386)	vs.	1970=*N*=5,160
1971=9%	(*N*=467)	vs.	1971=*N*=5,279
1972=10%	(*N*=477)	vs.	1972=*N*=4,806
1973=15%	(*N*=708)	vs.	1973=*N*=4,614

c. Percent of other new minority freshmen: Oriental 2% (*N*=103), Spanish surname 2% (*N*=69) and Native American 1% (*N*=25), Fall 1973.

NOTE: Of the new freshmen (i.e., 708 black, 103 Oriental, 69 Spanish surname, 25 Native American and 3,709 All Other students) 90, 30, 31, 12 and 1,806 respectively are new transfer students. The new University Data Base procedures permitted an early determination of the number of new transfer students.

TABLE 3

Fall 1973 Undergraduate Minority Student Enrollment
by Division and Major at College Park[a,b,c]

DIVISION/MAJOR	BLACK				ORIENTAL				SPANISH SURNAME				NATIVE AMERICAN			
	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr
AGRICULTURAL AND LIFE SCIENCES																
Agricultural Extension and Education	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Agricultural Resources and Economics	-	1	-	-	-	-	1	1	-	1	-	-	-	-	-	-
Agronomy	1	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-
Animal Science	-	1	-	1	-	-	-	2	-	-	1	-	-	-	-	-
Biochemistry	1	2	-	-	2	-	1	2	-	-	-	-	-	-	-	-
Biological Sciences, General	6	2	-	1	1	-	-	-	3	-	-	-	-	-	-	-
Botany	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-
Chemistry	1	1	-	1	1	-	1	1	-	-	1	-	-	-	-	-
Conservation and Resource Development	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Entomology	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Agriculture	1	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-
General Biological Sciences, Zoology	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Geology	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Horticulture	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Microbiology	-	2	1	4	-	-	1	1	-	-	-	-	-	-	-	-
Pre-Forestry	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
Pre-Veterinary	1	1	-	-	1	-	-	-	1	-	-	-	1	-	-	-
Soils	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Zoology	4	-	-	3	-	-	4	6	-	-	4	1	-	1	1	5
Unknown	8	-	1	-	1	-	-	-	1	-	-	-	-	-	-	-
TOTAL	28	10	2	11	6	2	8	13	6	2	6	2	2	4	3	5
TOTAL IN DIVISION		51 (3)				29 (9)				16 (7)				14 (11)		
ALLIED HEALTH PROFESSIONS																
Dental Hygiene	3	-	-	-	1	1	1	-	-	-	-	-	-	-	-	-
Medical Technology	15	1	3	-	2	1	3	-	1	-	-	-	-	-	-	-
Physical Therapy	23	6	2	-	-	-	-	-	2	-	-	-	1	-	-	-
Pre-Radiologic Technologies	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	47	7	5	-	3	2	4	-	3	-	-	-	1	-	-	-
TOTAL IN DIVISION		59 (4)				99 (3)				3 (1)				1 (1)		

[a]Percentages listed in parentheses refer to the percentage of the minorities enrolled in that division.
[b]Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior.
[c]Minor variations exist between student enrollment (Table 1) and division enrollment (Table 3), i.e., division enrollments are slightly lower.

TABLE 3

Fall 1973 Undergraduate Minority Student Enrollment
by Division and Major at College Park[a,b,c]
(Continued)

DIVISION/MAJOR	BLACK				ORIENTAL				SPANISH SURNAME				NATIVE AMERICAN			
	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr
ARTS AND HUMANITIES																
Architecture	6	-	-	-	2	2	3	6	1	1	2	-	-	-	-	-
Art History	-	-	-	1	-	-	-	1	-	-	1	1	-	1	-	-
Art Studio	5	2	2	-	3	3	5	2	2	-	-	1	1	-	1	1
Comparative Literature	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
Dance	4	2	-	-	-	1	-	-	-	1	1	-	-	-	-	-
Dramatic Arts	2	1	2	-	-	-	-	-	1	-	1	-	-	-	-	-
English	4	3	8	3	-	-	-	-	-	2	2	1	-	-	1	-
Foreign Languages and Literatures	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
French Language and Literature	2	-	-	-	1	-	-	2	-	-	1	-	-	-	-	-
German & Slavic Languages & Literature	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Greek Language and Literature	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
History	5	1	5	3	-	1	1	-	-	3	1	1	-	1	2	1
Journalism	22	11	9	4	4	1	-	-	1	-	-	1	-	-	1	-
Music	5	1	1	1	2	-	-	1	-	-	-	-	1	-	-	-
Music Theory and Composition	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Philosophy	-	-	1	1	-	-	2	-	-	1	-	-	-	-	-	-
Spanish & Portuguese Languages & Literature	1	1	1	-	-	-	-	-	-	2	3	4	-	-	-	-
Speech, General	13	-	6	2	-	-	-	-	-	2	-	-	1	-	-	-
Speech, Radio & TV	3	3	3	1	1	1	-	-	-	-	-	-	-	-	-	-
Unknown	13	1	-	-	-	-	-	-	2	-	1	-	2	-	-	-
TOTAL	87	26	39	17	13	9	11	13	8	12	13	9	5	2	5	3
TOTAL IN DIVISION	168 (11)				46 (14)				42 (19)				15 (12)			
BACHELORS DEGREE IN GENERAL STUDIES																
General Studies	-	1	1	-	1	-	1	-	-	-	-	-	-	-	-	1
Honors	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intensive Educational Development	170	41	-	2	2	-	-	-	4	2	-	-	-	-	-	-
Pre-Dentistry	10	2	1	-	2	-	-	-	1	-	-	-	-	-	-	-
Pre-Law	29	12	3	-	2	-	-	-	1	1	-	-	1	-	-	-
Pre-Medicine	43	9	2	1	9	10	3	2	8	3	2	-	3	2	-	1

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TABLE 3

Fall 1973 Undergraduate Minority Student Enrollment
by Division and Major at College Park[a,b,c]
(Continued)

DIVISION/MAJOR	BLACK				ORIENTAL				SPANISH SURNAME				NATIVE AMERICAN			
	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr
BACHELORS DEGREE IN GENERAL STUDIES (Cont'd)																
Social Work	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Undecided	79	36	10	7	18	5	2	1	8	5	4	-	4	2	-	-
TOTAL	332	103	17	10	34	15	6	3	22	11	6	-	8	4	-	2
TOTAL IN DIVISION	462 (30)				58 (17)				39 (18)				14 (11)			
BEHAVIORAL AND SOCIAL SCIENCES																
Accounting	16	7	6	4	2	8	2	3	1	2	2	2	1	1	-	-
Anthropology	1	1	-	-	-	-	1	2	1	-	1	2	-	-	-	-
BPA Undecided	26	4	-	1	4	1	1	-	1	2	-	-	-	1	-	-
Business Organization & Administration	30	4	2	3	7	1	1	-	-	-	2	1	2	2	1	1
Criminology	3	3	7	3	-	1	-	-	-	1	-	-	-	-	-	-
Economics	-	3	5	3	-	1	1	2	-	-	2	3	-	1	-	2
Finance	-	-	1	1	-	1	2	3	-	-	1	-	-	-	-	1
Geography	-	-	1	-	-	1	-	-	1	1	-	2	-	-	-	-
Government and Politics	8	11	9	3	1	2	1	-	1	-	1	1	1	1	-	1
Information Systems Management	2	1	2	1	-	-	-	2	-	-	-	1	-	-	-	-
Law Enforcement	7	3	3	4	-	-	-	1	-	-	-	-	-	1	-	-
Management Science and Statistics	1	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Marketing	1	1	1	1	-	1	2	-	-	1	1	-	-	-	-	1
Personnel and Labor Relations	2	5	3	4	-	-	1	2	-	-	-	1	-	-	-	1
Psychology	31	12	6	7	3	3	4	1	2	2	2	1	2	1	2	3
Sociology	29	11	13	6	2	-	1	2	1	1	1	1	-	-	2	1
Speech and Hearing Science	8	3	4	-	-	-	-	-	-	-	-	-	-	1	-	-
Transportation	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-
Urban Studies	1	-	2	2	-	-	-	-	-	-	-	1	-	-	-	-
Unknown	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	167	70	65	43	19	22	17	18	8	10	13	16	6	10	5	11
TOTAL IN DIVISION	345 (23)				76 (23)				47 (22)				32 (25)			
HUMAN AND COMMUNITY RESOURCES																
Advertising Design	4	3	3	1	1	-	-	-	-	-	-	-	-	-	-	-
Art Education	-	1	2	2	-	1	-	-	-	-	1	-	-	-	-	1

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TABLE 3

Fall 1973 Undergraduate Minority Student Enrollment
by Division and Major at College Park[a,b,c]
(Continued)

DIVISION/MAJOR	BLACK				ORIENTAL				SPANISH SURNAME				NATIVE AMERICAN			
	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr
HUMAN AND COMMUNITY RESOURCES (Cont'd)																
Business Education	7	3	1	-	-	-	-	-	-	-	-	-	-	1	-	-
Community Studies	2	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Costume Design	1	1	-	-	1	-	-	-	-	-	-	-	1	-	-	-
Crafts	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
Dance Education	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dietetics	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Early Childhood Education	5	4	8	3	-	-	-	-	-	-	1	-	-	1	1	-
Education for Industry	2	-	-	2	-	-	-	-	1	-	-	-	-	-	2	1
Education, General	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, Undesignated	1	-	-	-	-	-	-	2	1	-	-	-	-	-	-	-
Elementary Education	13	5	9	9	1	1	1	3	-	2	1	1	2	2	1	3
English Education	-	-	1	3	-	-	-	1	-	-	-	-	-	-	-	-
Experimental Foods	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-
Family Studies	2	3	2	2	-	-	1	-	-	-	-	1	-	-	-	1
Foods, Nutrition & Institutional Admin.	3	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Foreign Language Education	1	-	3	1	-	-	-	-	-	2	-	1	-	-	-	-
General Home Economics	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Health Education	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-
Home Economics Education	5	1	-	1	-	-	-	1	-	-	-	-	-	-	-	-
Home Economics, Undecided	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Housing	4	-	1	-	1	1	-	-	1	-	-	-	-	1	-	1
Industrial Arts Education	-	1	-	-	1	-	-	1	-	-	-	-	-	-	2	1
Interior Design	3	4	-	-	-	2	-	-	-	1	-	-	-	1	-	1
Library Science Education	2	2	3	1	1	-	-	1	-	-	-	-	-	-	-	-
Management and Consumer Studies	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics Education	3	2	1	-	-	-	-	1	-	-	-	-	-	1	-	1
Music Education	1	1	1	3	-	-	-	-	-	-	-	1	-	-	1	-
Nutrition	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Physical Education	6	3	1	2	1	-	1	2	-	-	-	1	-	2	1	1
Recreation	6	4	4	3	-	-	-	-	-	1	1	-	-	-	2	-
Science Education	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-

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[b]Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior.
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TABLE 3

Fall 1973 Undergraduate Minority Student Enrollment
by Division and Major at College Park[a,b,c]
(Continued)

DIVISION/MAJOR	BLACK				ORIENTAL				SPANISH SURNAME				NATIVE AMERICAN			
	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr	Fr	So	Jr	Sr
HUMAN AND COMMUNITY RESOURCES (Cont'd)																
Secondary Education	7	11	6	-	2	-	2	-	2	3	1	-	-	-	-	-
Secretarial Education	-	3	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Social Studies Education	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	9	13	9	5	1	-	2	-	1	2	1	2	-	1	-	-
Textiles	3	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-
Textiles and Apparel	-	1	1	-	-	-	1	1	-	-	-	-	-	-	-	-
Textile Marketing	-	1	-	2	-	-	-	-	-	-	1	-	-	1	-	-
Vocational Education	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	8	2	-	-	1	-	-	-	1	-	-	-	-	-	-	-
TOTAL	106	75	63	43	11	6	11	15	8	12	7	7	3	12	10	12
TOTAL IN DIVISION		287 (19)				43 (13)				35 (16)				37 (29)		
MATHEMATICAL, PHYSICAL SCIENCES & ENGINEERING																
Aerospace Engineering	1	1	-	1	-	-	-	2	2	1	-	-	-	-	-	-
Astronomy	1	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
Chemical Engineering	3	-	2	1	2	1	1	-	2	-	1	2	-	-	1	-
Civil Engineering	1	1	1	-	1	2	-	3	2	1	-	-	1	-	-	1
Electrical Engineering	9	2	1	5	2	1	6	10	3	1	1	2	-	1	1	3
Fire Protection	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Mathematics	8	6	4	3	1	5	8	4	2	1	-	1	-	-	-	-
Mechanical Engineering	2	2	-	1	1	1	3	3	1	1	-	2	1	-	-	-
Physical Sciences, General	-	-	2	2	2	2	-	-	-	1	-	-	-	1	-	-
Undesignated B.S. in Engineering	2	-	1	-	-	-	-	-	-	-	-	1	-	1	-	-
Unknown	22	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-
TOTAL	49	12	11	14	12	12	18	23	12	6	2	9	2	3	2	4
TOTAL IN DIVISION		86 (6)				65 (19)				29 (13)				11 (9)		
NURSING	46	11	2	1	2	2	2	-	3	-	-	-	2	-	-	-
TOTAL IN DIVISION		60 (4)				6 (2)				3 (1)				2 (2)		
PHARMACY	10	2	-	-	4	1	2	1	-	1	1	-	-	-	-	-
TOTAL IN DIVISION		12 (<1)				8 (2)				2 (1)						

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[b]Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior.

[c]Minor variations exist between student enrollment (Table 1) and division enrollment (Table 3), i.e., division enrollments are slightly lower.

TABLE 4

Fall 1973 Graduate Minority Student Enrollment by Program at College Park[a]

PROGRAM	BLACK	ORIENTAL	SPANISH SURNAME	NATIVE AMERICAN
Administration, Supervision and Curriculum	24	3	2	-
Aerospace Engineering	-	2	-	-
Agricultural and Resource Economics	2	4	-	1
Agricultural Education	1	1	1	-
Agricultural Engineering	-	-	-	1
Agronomy	3	4	1	-
American Studies	2	-	1	1
Animal Science	1	-	-	-
Art	2	6	1	-
Astronomy	2	2	-	-
Botany	2	3	-	-
Business Administration	2	4	2	-
Chemical Engineering	1	21	-	3
Chemistry	6	15	1	-
Civil Engineering	4	7	5	-
Computer Science	5	15	1	-
Counseling and Personnel Services	27	1	1	1
Criminal Justice and Criminology	1	-	1	-
Dairy Science	-	2	-	-
Early Childhood Education	19	2	1	1
Economics	7	10	1	-
Electrical Engineering	7	21	5	-
English Language and Literature	5	2	3	1
Entomology	-	2	-	-
Food, Nutrition and Institution Administration	4	5	-	-
Food Science	1	3	-	-
French and Italian Languages and Literature	1	-	-	-
Geography	4	3	2	-
German and Slavic Languages and Literature	2	-	-	-
Government and Politics	12	7	2	-
Graduate Student, Unclassified	3	1	1	1
Health	1	1	-	-
Hearing and Speech Sciences	1	-	-	-
History	12	4	-	-
Home Economics, General	3	-	2	-
Horticulture	2	2	-	-
Human Development Education	11	2	2	3
Industrial Education	6	4	-	1
Journalism	-	1	-	-
Library and Information Services	25	14	-	1

[a] *N*'s for Graduate enrollment by Program are slightly higher than those reported in Table 1 because of undergraduate seniors who have enrolled in a graduate program.

Note: Master, doctoral and unclassified student data are pooled by program.

TABLE 4

Fall 1973 Graduate Minority Student Enrollment by Program at College Park[a]
(Continued)

PROGRAM	BLACK	ORIENTAL	SPANISH SURNAME	NATIVE AMERICAN
Mathematics	11	10	5	-
Measurement and Statistics	5	-	-	1
Mechanical Engineering	3	8	2	-
Meterology	1	5	-	1
Microbiology	1	1	-	-
Music	3	-	-	-
Nutritional Science	1	2	-	-
Philosophy	1	-	-	-
Physical Education	6	-	1	-
Physics	6	31	5	-
Poultry Science	-	1	-	-
Psychology	8	1	-	-
Recreation	2	-	-	-
Secondary Education	34	-	8	3
Social Foundations of Education	1	-	-	-
Sociology	4	2	1	1
Spanish and Portuguese Languages and Literature	3	-	16	-
Special Education	3	-	2	1
Speech and Dramatic Art	3	2	1	-
Textiles and Consumer Economics	3	-	-	-
Zoology	-	3	1	-
TOTAL	310	240	78	22

[a]N's for Graduate enrollment by Program are slightly higher than those reported in Table 1 because of undergraduate seniors who have enrolled in a graduate program.

Note: Master, doctoral and unclassified student data are pooled by program.